

Quarterly Report from Hebrew Union College to Address Stipulations October 2014

Overview of this Report

This agenda item provides information on the quarterly report submitted by Hebrew Union College (HUC) addressing stipulations resulting from their spring 2014 site visit. Information is provided regarding: a) faculty service in public schools; b) the status of current Preliminary Multiple Subjects program candidates, as well as the cohort that completed in June 2014, in meeting their subject matter competencies; c) the notification to incoming candidates (cohort 13 started June 2014) that subject matter competencies must be completed before being assigned to whole class instruction in a student teaching setting; and d) ongoing progress towards documenting the institution's processes and procedures, development of a unit-wide assessment, and establishing a full-day student teaching assignment of at least two weeks.

Staff Recommendation

This is an action item. No action is needed at this time, however, the COA requested that all quarterly report updates be presented as action items, should further action be warranted by the COA including the possibility of a revisit. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution for the 2014-15 year. The reports would continue to track the progress of candidates (from both the 2013-2014 and the 2014-2015 years) towards subject matter competency, verifying that whole class instruction does not occur until subject matter competency has been met.

Background

A site visit was held at Hebrew Union College on March 25-27, 2014 and the report of that visit presented to the Committee on Accreditation at their April 2014 meeting (*see the following link: [report](#)*). After considerable discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Major Stipulations**. The stipulations were as follows:

- 1) The institution must submit documentation that shows that the institution is in compliance with the following Preconditions:
 - Precondition 8 which reads, "All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area."
 - Precondition 6 (now #10 in the 2014 Preconditions document) which reads, "The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching."

- 2) Hebrew Union College will submit a report to the Commission by June 1, 2014 that provides the following information:
 - A list of all currently enrolled candidates with information on whether they have satisfied the subject matter requirement and where they are with respect to the fieldwork component of the program (for example, observation, early field experience, student teaching).
 - a list of admitted candidates (those that will begin in the summer of 2014 and beyond) and whether they have satisfied subject matter competence requirement.
 - evidence that all current and incoming admitted candidates have been informed of the subject matter competency requirement. (A copy of the letter and student advising materials would be appropriate.)
 - Evidence that all candidates who have not satisfied the subject matter requirement and who had been in student teaching in the public schools have been removed from their student teaching assignment until such time that they have satisfied the subject matter requirement.
- 3) The institution is to provide an update on documentation of the processes, procedures and protocols related to both programs that have been established and will be monitored and maintained in the future.
- 4) The institution is to develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes, as well as use of that data for unit improvement.
- 5) The institution is to provide documentation that candidates:
 - Complete observations in hard-to-staff and/or low performing schools
 - Complete a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential

At that time, the Committee on Accreditation reserved the option to determine whether a revisit would be needed with that determination being made after discussion of the institution's June 1st report.

Report Contents

The report was received on August 28, 2014 and has been read and analyzed by staff. It is divided into five sections, matching the topics outlined above, and provides evidentiary tables and email documentation. For the purpose of COA efficiency, staff has included the most relevant parts of the report to include and have summarized the information provided, however, the report has been provided in its entirety in the Appendix for those COA members who wish to review it.

Section One includes a timeline of the actions taken between June 1 and September 1 to address the need for candidates to have experiences in public schools. HUC staff members have reached out to a number of schools and organizations, resulting in the adjustment of their academic schedule to include "bi-weekly one-hour public school classroom participation for candidates and three extended (4-hour) visits, totaling 25 hours of public school engagement with supervision by HUC field supervisors." Additional faculty, with public school experience have been added and an exploratory committee has been established for the 2014-15 school year to monitor and adjust this added experience for HUC candidates.

Section Two and Three provide information regarding the status of each candidate from Cohort 12 (candidates who had been scheduled to complete the program in June 2014) and Cohort 13 (entered the program in June 2014). As evidenced by the table below, ten of the eleven cohort members who completed the program in June are employed in Jewish Day Schools, and one is on a leave of absence. Four of these cohort members have completed all required examinations and have been recommended for their preliminary multiple subjects teaching certificate. The remaining five who are seeking a California teaching credential will engage in student teaching once the subject matter requirement is completed.

Cohort 12 Had been Scheduled to Complete program in June 2014	CSET				RICA	US Constitution	CPR	Employment	Credential Status
	I	II	III	IV or CBEST					
Candidate 1	P	P	P	P	P	P	P	Employed in Jewish Day School	Recommended
Candidate 2	P	P	P	P	P	P	P	Leave of absence	Recommended
Candidate 3	P	P	P	P	P	P	P	Employed in Jewish Day School	Recommended
Candidate 4	P	P	P	P	P	P	P	Employed in Jewish Day School	Recommended
Candidate 5	P	P	P	P		P	P	Employed in Jewish Day School	1 exam needed
Candidate 6	P		P	P	P	P	P	Employed in Jewish Day School	1 exam needed
Candidate 7	P	P		P		P	P	Employed in Jewish Day School	2 exams needed
Candidate 8	P	P		P			P	Employed in Jewish Day School	3 exams needed
Candidate 9	P			P		P	P	Employed in Jewish Day School	3 exams needed
Candidate 10	NA	NA	P	NA	NA	NA	P	Employed in Jewish Day School	Not seeking credential
Candidate 11	NA	NA	NA	NA	NA	NA	P	Employed in Jewish Day School	Not seeking credential

Of the current candidates (members of Cohort 13), none have completed all the examination requirements for student teaching but are all working towards that goal. They were informed regarding the need to complete all examinations before whole-class instruction could begin both before starting the program in June via email. In addition, they have been informed after the program had begun during cohort meetings. All Cohort 13 members have been placed in classrooms and are currently engaged in observations and small group work. Five of the 12 have passed all subject matter exams and therefore are eligible to do student teaching.

Cohort 13 Currently enrolled in program	CSET				RICA	US Constitution	CPR	Exams Still To Pass
	I	II	III	IV or CBEST				
Candidate 1	Pass	Pass	Pass	Pass	Pass		Pass	1
Candidate 2	Pass	Pass	Pass	Pass		Pass	Pass	1
Candidate 3	Pass	Pass	Pass	Pass		Pass	Pass	1
Candidate 4	Pass	Pass	Pass	Pass		Pass	Pass	1
Candidate 5	Pass	Pass	Pass	Pass			Pass	2
Candidate 6	Pass	Pass		Pass			Pass	3
Candidate 7	Pass		Pass	Pass			Pass	3
Candidate 8	Pass						Pass	5
Candidate 9				Pass			Pass	5
Candidate 10							Pass	6
Candidate 11							Pass	6
Candidate 12							Pass	6

Section Four discusses ongoing conversations between Hebrew Union College faculty and CTC staff regarding the parameters of the requirement for faculty members who regularly teach courses related to teaching methods to be active in public school settings. HUC's academic coordinator informed HUC faculty members regarding the requirements of public school service upon their return to campus this fall. The institution will have a detailed report on faculty actions during the 2014-15 year in their April quarterly report.

Section Five addresses stipulations 3, 4 and 5b, all of which are being discussed and addressed by program staff, with more detail expected in the future quarterly reports. Summer efforts concentrated on Stipulations 1 and 2. With classes starting and faculty returning to campus, documenting institutional procedures (stipulation 3), establishing a unit-wide assessment system (stipulation 4), and ensuring candidates complete a full-day teaching assignment of at least two weeks (stipulation 5b) will be focal points throughout the 2014-15 year.